

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Daryl Sherman

Official School Name: Kennedy Elementary

School Mailing Address:
306 Crosstimbers St
Houston, TX 77022

County: Harris State School Code Number*: 101912188

Telephone: (713) 696-2686 Fax: (713) 696-2689

Web site/URL: http://es.houstonisd.org/KennedyES E-mail: dsherman@houstonisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Abelardo Saavedra

District Name: Houston ISD Tel: (713) 556-6500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Lawrence Marshall

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|------------|---------------------|
| 196 | Elementary schools |
| 48 | Middle schools |
| | Junior high schools |
| 40 | High schools |
| 10 | Other |
| 294 | TOTAL |

2. District Per Pupil Expenditure: 8088

Average State Per Pupil Expenditure: 7826

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 8 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	39	39	78	7			0
K	31	42	73	8			0
1	38	37	75	9			0
2	44	37	81	10			0
3	37	39	76	11			0
4	35	33	68	12			0
5	28	42	70	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							521

6. Racial/ethnic composition of the school:

_____ % American Indian or Alaska Native
 _____ % Asian
 43 % Black or African American
 56 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 1 % White
 _____ % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 12 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	53
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	61
(4)	Total number of students in the school as of October 1.	530
(5)	Total transferred students in row (3) divided by total students in row (4).	0.115
(6)	Amount in row (5) multiplied by 100.	11.509

8. Limited English proficient students in the school: 10 %

Total number limited English proficient 51

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 96 %

Total number students who qualify: 500

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %

Total Number of Students Served: 17

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>40</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	94%	96%	97%	93%	98%
Teacher turnover rate	24%	19%	9%	22%	9%

Please provide all explanations below.

The teacher attendance rate of 93% for the 2004-2005 school year was the direct result of two teachers being pregnant. The teacher attendance rate of 94% in the 2007-2008 school year was partially due to one teacher being pregnant and one having heart surgery.

Kennedy had a 22% teacher turnover rate in the 2004-2005 school year because two teachers received promotions, one moved out of state, two changed districts and two changed schools to teach at different grade levels.

Kennedy had a 19% teacher turnover rate for the 2006-2007 school year because one teacher retired, one left to work with this spouse, and four left Kennedy to work at other schools.

At the end of the 2007-2008 school year the turnover rate was 24% because one teacher retired, two received promotions, one moved out of town, one had heart surgery, and 2 teachers left to work at other schools to reduce their driving distance.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

John F. Kennedy Elementary is located in the North Region of the Houston Independent School District (HISD). The school is approximately four miles from Downtown nestled in the middle of the historic Independent Heights, the first African American city established in Texas.

Kennedy Elementary is comprised of five hundred and fifteen students in Pre-Kindergarten through fifth grade. It is one of seven school-wide Title I elementary schools that are part of the Booker T. Washington High School Feeder Pattern. Academically, it offers a variety of programs including Neighborhood Gifted and Talented, Special Education, Bilingual, and English as a Second Language (ESL) classes as needed for Limited English Proficient (LEP) students. Socially, Kennedy Elementary offers assistance to our students and their families through the Communities in Schools Program. This allows us to provide academic tutorials, a mentorship program, and Foster Grandparents, which is a program that provides support to students experiencing emotional and physical separation from their loved ones.

Demographically, Kennedy Elementary is a reflection of the surrounding community. Currently, fifty-eight percent of the student population is Hispanic, forty-one percent is African American, and approximately one percent is Anglo. Ninety-three percent of the students are considered economically disadvantaged, ninety-six percent receive free and reduced lunch, and three percent are identified as Special Education students. Approximately four percent of the students are identified as Gifted and Talented. For the 2007-2008 school year, the student attendance-rate was ninety-seven percent and the mobility rate was twelve percent. On average, Kennedy teachers have nine years of experience. Twenty-seven percent of the teachers have five years or less experience, forty-five percent have six to ten years experience, and twenty-eight percent have eleven or more years of experience.

The John F. Kennedy Mission is to develop students in a warm and caring learning environment. All of the administrators, teachers, and staff members believe that 100% our students will achieve at high levels. Excuses are not allowed from anyone as we work to release the inherent intellectual capacity of all children, build their self esteem, and affirm their right to learn. Our school is dedicated to producing successive generations of students prepared to make positive contributions to society. The Kennedy Creed is... We commit ourselves to break the cycle of underdevelopment that restrains so many of our children of color. We will disprove the myth that these children cannot learn at high levels consistently. Our motto enforces our mission...100% NO EXCUSES!

Although Kennedy is located in the midst of a low social-economic community, we believe in excellence as we set high expectations for the leadership team, the teachers, and students. We remain focused as everyone aims for a 100% passing rate on all tested curriculum areas. Our effort and beliefs are supported by the data. In the years 2004 and 2007, Kennedy Elementary received an Academic Rating of Recognized from the Texas Education Agency (TEA). In 2006 and 2008, we earned the highest rating of Exemplary from TEA. For the past three years, we have also been recognized as a Texas Business and Education Coalition (TBEC) Honor Roll School.

Kennedy Elementary takes great pride in our accomplishments as we showcase our academic program, our students and their success. School pride is important as we all share the same goals. Everyone works to ensure Kennedy Elementary is a great school for students to learn. We wear our school colors, black and gold, with pride, and we model ourselves after our mascot, the eagle. All of our administrators, teachers, and staff members soar to higher heights by having soaring expectations as we work to elevate student achievement.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In 1999, the Texas Legislature mandated the implementation of a statewide criterion referenced student assessment named the Texas Assessment of Knowledge and Skills (TAKS). In the spring of 2003, by law, all eligible Texas public school students are assessed in reading grades 3-5; mathematics grades 3-5; writing in grade 4; and science in grade 5. Students must meet minimum passing standards on the TAKS in order to be promoted to the next grade. The passing standard has increased each year since 2003. In 2003, third grade students were required to get 53% of the tested items on the reading subtest correct in order to meet the minimum standard. Now, in 2009 the minimum standard has been raised to 67%. Other current minimum passing standards for tested grades are as follows: On the reading subtest, fourth grade students are required to answer 68% of the tested items correct and fifth grade must correctly answer at least 69%. On the math subtest, third grade students must correctly answer at least 68% of the tested items, fourth grade, 67%, and fifth grade, 68%. The fourth grade writing subtest is divided into two parts. Part I assesses the revising and editing skills of students. In order to meet the minimum standard, students must answer at least 63% of the tested items in Part I. Part II is a written composition that is holistically scored. Students must score a minimum of a 2 to pass. The science subtest is only administered to fifth grade students. In order to meet the minimum standard, students must answer at least 75% of the tested items correctly.

In an effort to acknowledge students who answer most of the tested items correctly, commended recognition is earned as follows: On the reading subtest, third graders must answer at least 94% of the tested items correctly and fourth and fifth graders must correctly answer 93%. To earn commended recognition on the math subtest, 93% is required of third graders and 91% for fourth and fifth graders. For writing, fourth grade students must get 91% of tested items in Part I and earn a score of 3 or 4 on the written composition in Part II. Finally, for commended recognition on the science subtest, fifth graders must answer at least 93% of the test items correctly. You can access information about the State of Texas accountability assessments at the following website: www.tea.state.tx.us.

Kennedy's last five years of data displays a trend of improvement that can be attributed to systematic instructional planning. Data for the school years 2003-2004 and 2004-2005 show much lower student achievement on both the reading and mathematics TAKS subtests. Beginning with school year 2005-2006 through 2007-2008, the data reflects higher and consistent student achievement on both TAKS subtests.

The increase is a result of two specific instructional changes. The first change was the implementation of a campus-wide instructional plan. Prior to the 2005-2006 school year, each grade level developed their own instructional plan and syllabus with no consistency across the campus. In the summer of 2005, the administrative team developed a campus-wide instructional plan and pacing guide that was implemented in August of 2005. This plan outlined the objectives to be taught in an assigned weekly timeframe. Horizontal and vertical alignment provides consistency in instruction and expectations.

The second change was the development of a campus-wide benchmark plan. Previously, Kennedy's instruction was not based on a calendar. A specific timeframe to evaluate the effectiveness of teaching and learning throughout the school year was needed. With a benchmark plan, the administrative team gives specific benchmark assessments after each objective or set of objectives are taught. The data from the assessments allows teachers to look at individual progress of their students and provide immediate intervention on specific objectives. Both the instruction and benchmark plans have dramatically improved student learning and teacher effectiveness at Kennedy Elementary.

2. Using Assessment Results:

Kennedy Elementary is data driven. When the results from the Texas Assessment of Knowledge and Skills (TAKS) are provided at the end of the school year, the administrative team and the teachers immediately begin to disaggregate the data. Strengths and weaknesses are determined in order to adequately address the needs of the students who are required to attend summer school. A specific plan is designed for students who were unable to meet HISD's mandated promotion standards. We maximize the time we have with these students in summer school as we prepare them for the upcoming school year.

The Administrative and Teacher Leader Team has been established to look at trends and patterns of teaching and learning. Their observations are used to design an instructional plan for the upcoming school year that specifically targets the improvement of strategies used by teachers. The plan is also designed to address objectives that show a high percentage of deficiency. We establish a calendar that outlines objectives that should be taught within a designated time period. Teachers at each grade level are required to instruct students on the same objective during the same time period. After an objective is taught, a benchmark test is administered and the data is disaggregated during weekly Professional Learning Community (PLC) meetings. Teachers use the data presented during the PLC meetings to discuss strategies that can be used to remediate the instruction for students who are not showing mastery of particular objectives. Students who fail to show mastery after these efforts are immediately provided with in-class interventions. A pull-out interventionist works with identified students throughout the school day to provide additional targeted instruction on deficient areas. Additionally, students are also scheduled to attend after-school or Saturday interventions to ensure their needs are sufficiently met.

By monitoring instruction and tracking student data, we can determine the professional development needed to improve student achievement. Our instructional plan is modified to accommodate the needs of the students, as we work to ensure we are offering an effective instructional program.

3. Communicating Assessment Results:

In order for students to be successful, they must have the support and encouragement of their parents, as well as the community. The faculty and staff of John F. Kennedy Elementary understand the importance of communicating all phases of the instructional and assessment process between the school, home, and the community.

In an effort to communicate Kennedy's expectation of 100% No Excuses! students, parents, and community members are invited to our annual Open House. We take this opportunity to introduce and explain the curriculum, set our expectations for students and parents, and describe how student performance is measured. The data for each assessment is presented and compared to previous results in order to show improvement.

Kennedy is committed to frequent communication about student progress between the school and home. Parents and community members receive grade level newsletters. Parents are always welcome to schedule parent/teacher conferences and communicate via e-mail or telephone in order to maintain informative communication regarding their child or children.

Teachers and parents collaborate monthly to discuss academic progress, intervention strategies, and goals to improve student achievement. Community involvement is a major key to the success of Kennedy Elementary. Our community-based organizations and local businesses, such as the Houston Trial Lawyers Foundation, who sponsors our mentor program, are provided with meaningful opportunities to work with our students, staff members, and parents. They are invited to assist with the development of instructional plans and campus goals that impact student achievement.

Kennedy's Campus Accountability Report Card results (Academic Excellence Indicator System (AEIS)) are sent home to parents, published in local newspapers, and posted on the district's website. Communicating these assessment results with the parents and the community creates a shared responsibility for the education of the students.

4. Sharing Success:

With continued success comes the responsibility to share with others. Kennedy teachers meet weekly by grade level to discuss instruction and student mastery of objectives. During these meetings, teacher and students are frequently celebrated for high levels of student achievement and student growth. When teachers collaborate in their PLC's they discuss monthly benchmark data, effective instructional strategies, common lesson planning, and intervention practices. Teachers also meet in vertical teams to discuss the expectations of student mastery of the state curriculum across the grade levels.

In addition to campus collaboration, Kennedy teachers are also actively involved in monthly Feeder Pattern Content Meetings. These meetings provide teachers with an opportunity to learn and exchange effective instructional practices and strategies across the Washington/Davis Feeder Patterns. During the Feeder Pattern Content Meetings, Kennedy's instructional plans and strategies are shared to promote student success at other schools.

Kennedy Elementary is a three time winner of the Texas Business and Education Coalition's (TBEC) Award, which recognizes best practices in high performing schools. When people visit Kennedy, they are introduced to the school's motto, 100% NO EXCUSES. Despite the socio-economic status of the students, everyone has high expectations. We want our visitors to understand how Kennedy works to maximize each student's ability to master the skills/concepts that are being taught. The most effective method to ensure all students receive quality instruction is to frequently monitor teaching and learning. Once visitors hear about Kennedy's effort to close the achievement gap, they are taken on a tour of the classrooms to observe instruction. The faculty and staff believe that sharing ideas and effective teaching practices are a vital part of the educational process. Together, Kennedy works to make a difference one child at a time.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

John F. Kennedy Elementary believes in 100% No Excuses! The faculty and staff members are all committed to ensuring that every student is successful regardless of their background and individual circumstances. Our goal is to reach every student everyday. Instruction is rooted in the Texas Essential Knowledge and Skills (TEKS). Houston ISD uses the TEKS as the foundation for its' CLEAR Curriculum (Clarifying Learning to Enhance Achievement Results). The curriculum is the framework for the teaching and learning throughout the district. Teacher creativity, team lesson planning, and campus-wide instructional, intervention, and benchmark plans are the key to the student learning at Kennedy Elementary.

Mathematics: The mathematics curriculum at Kennedy uses the TEKS as a compass. First through fifth grades follow an instructional schedule that outlines the objectives to be taught during each semester. Instruction begins with a maintenance activity that reviews previously taught objectives. This strategy consistently spirals objectives to help students remember concepts taught earlier in the year. Problem-solving, logical reasoning and journaling are also part of daily instruction. Teachers provide hands-on instruction aimed at developing a foundation in number concepts and critical thinking necessary for future instruction.

Reading/Language Arts: Reading and language arts are integrated in all subject areas. Teachers at Kennedy use the Success for All Reading Program. The key components are as follows:

1. All classrooms will display a word wall that helps in vocabulary development
2. Students will use graphic organizers, journals and cooperative learning daily to develop a deep understanding of the printed text.
3. Students will have the opportunity to create dramatic plays, art and display boards to illustrate their mastery of key reading elements.

In an effort to provide additional time during the instructional day for students to foster a love for reading, Kennedy encourages students to carry their favorite reading material with them as they move throughout hallways, the cafeteria, and restrooms. Another key component to the language arts curriculum is writing. Kennedy has a campus-wide writing initiative. Students from pre-kindergarten through fifth grade are assigned specific writing prompts every two weeks. This approach allows students to improve their writing skills each year they attend Kennedy.

Science: The science curriculum is also rooted in the TEKS. Kennedy follows an instructional plan that emphasizes the 5-E model: Engage, Explore, Explain, Elaborate, and Evaluate. Using the 5-E model, students from kindergarten to fifth grade will experience hands-on experiments through instruction of the Nature of Science, as well as Life, Earth, and Physical Sciences. Students learn about the characteristics of plants, energy, electricity, and magnetism. They also have several opportunities to distinguish between living and non-living things, explore force and motion, and conduct scientific investigations on systems and life cycles. Weekly visits to the science lab, reinforces classroom instruction with experiments of live specimens and the use of SMART Board Technology. Journaling is an important instructional tool that is used by students to document scientific learning experiences.

Social Studies: The social studies curriculum is designed to develop an understanding of various fields which involve past and current human behavior and interactions. Students are exposed to local, state, and national history to help them learn how past events influence the present and the future. Through field lessons, students are provided with opportunities to visit historic sites and monuments, attend cultural events, and tour institutions of higher learning. Moreover, Kennedy is a polling place. Students witness a component of our electoral process and adopt an appreciation of our right to vote.

Fine Arts: Fine Arts are woven into each core curriculum area at Kennedy Elementary. Teachers use fine arts to embellish learning experiences, lessons and student products. Students are given opportunities to use dramatic play, illustrations, and songs to demonstrate their understanding of stories, books, and field lessons.

2a. (Elementary Schools) Reading:

John F. Kennedy uses the Success for All (SFA) reading program. SFA is a comprehensive reading program which is implemented school-wide in English and Spanish during a ninety-minute reading block daily in pre-kindergarten through fifth grade.

Kennedy's approach to increasing student achievement in reading derives from systematically using cooperative learning, effective instruction, and data from ongoing assessments. Pre-Kindergarten and Kindergarten focuses on phonemic awareness, phonics, concepts about print, and the development of early reading skills, while including a focus on the development of language, social skills, and self-esteem. The first grade curriculum provides phonemic awareness and phonics instruction in six skills (letter-sound correspondence, auditory sound blending, word-level blending, writing sounds, auditory segmentation of sounds, and sound spelling), and develops decoding, fluency, and comprehension skills. Based on informal monitoring and diagnostic assessments teachers decide to review or accelerate lessons, with the ultimate goal to increase student achievement. Also in first grade teachers evaluate comprehension by modeling prediction, clarification, questioning, summarization, and visualization strategies, stimulates children's oral language and feelings, and experiences, and students use the writing process as they think, speak and work. The second through fifth grades reading curriculum focuses on vocabulary development, reading comprehension, fluency, oral language development, and written expression. To become confident strategic readers the students are taught comprehension strategies, such as summarization, story structure, prediction, graphic organizers, and clarification.

Effectively monitoring student progress is an ongoing activity in all of the reading classes. Teachers use data from formal quarterly and informal assessments to design appropriate interventions, provide one-to-one or small group tutoring, guide instruction, and increase student achievement in reading. In addition, we use TPRI/Tejas LEE, an early reading instrument, in kindergarten, first and second grades to identify their reading and comprehension development. This data is also used to ensure students receive targeted interventions and provide the appropriate instruction in reading. It is administered at the beginning, middle, and end of the year. To promote a love for reading and increase comprehension throughout our campus we have the Readers Anonymous book club comprised of approximately 25% of the third through fifth grade students. Kennedy provides additional after school Library hours twice a week and Family Nights that focus on literacy.

3. Additional Curriculum Area:

More than ten years ago, John F. Kennedy Elementary decided that science was a subject in need of more emphasis. After collaboration with the Shared Decision Making Committee (SDMC), the principal secured a classroom and began to purchase the furniture and supplies necessary for an effective hands-on science lab. Three years after Kennedy initiated their efforts to place more emphasis on science, the Houston ISD began a district-wide initiative. Each school was equipped with a state of the art science lab. Houston ISD also began extensive professional development for administrators and teachers to ensure effective science instruction. The Kennedy lab uses FOSS Kits (Full Option Science System) to aid in hands-on experiments. In addition to the FOSS Kits, Kennedy has purchased many animals, live specimens, and manipulatives to aid in the science instruction. Each year, Kennedy works with the Museum of Natural Science to bring in a mobile planetarium, a reptile trailer, and a butterfly exhibit, to provide the students with exciting science experiences. In addition to the district training, key members of the staff received training from Hu-Linc which prepared teachers to be more effective science instructors. Teachers and students also participated in the Say Yes to Science program sponsored by Shell Oil, which required students and parents to participate in hands-on science experiments and field experiences.

The science lab is part of Kennedy's ancillary schedule. Students in grades kindergarten through fifth grades visit the science lab weekly. The Science Committee coordinates the campus science instruction by developing a campus-wide plan to teach a particular objective each week. The science lab provides hands-on experiments to support instruction. Wednesdays are early release days, and half of the days' instruction is focused on science. This designated time allows the administrative staff to monitor the level, rigor, and relevance of campus-wide science instruction. Students also use science journals to document their own learning from the lessons and experiments.

4. Instructional Methods:

Kennedy teachers work hard to ensure that the needs of all students are met. Instruction at Kennedy begins with common lesson planning for each grade level team. During their daily forty-five minute planning period, teachers meet to discuss and plan lessons for the entire grade level. Each teacher has an opportunity to contribute ideas on designing lessons to meet the needs of all learners. A variety of strategies and techniques including, graphic organizers, workstations, cooperative grouping, hands on, word walls, technology aided instruction, and think pair share, are all key components of lesson designs. Kennedy also utilizes the Professional Learning Community (PLC) model from Rick DeFour. Every Wednesday, students are released early to provide time during the school day for PLC meetings. During these meetings, teachers discuss student progress based on grade level assessments or campus benchmarks. Using current student data, teachers review what they need to know, what the students have mastered, and what will be done if the learning has not occurred at the desired 90% mastery rate. In an effort to meet the needs of all students, Kennedy has a tiered intervention system. The first tier, Tier I, is teacher intervention. The teacher provides differentiated instruction and monitors student understanding and learning during guided and independent practice. Students who fail to grasp the concepts are identified during monitoring phase of the lesson. While students are working independently, the teacher will pull struggling students within the classroom to provide small group Tier I Intervention before the lesson is complete. If students are unsuccessful after Tier I Intervention, the teacher discusses alternative strategies to meet their needs during PLC meetings with other teachers. The teacher will then re-teach and provide additional in-class intervention. If the student still fails to experience success after reteaching, they are assigned in-school pull-out Tier II Interventions and after-school intervention. Students continue to receive additional instructional support until mastery is met.

5. Professional Development:

John F. Kennedy Elementary is committed to effective student learning. The administrative team, teachers, and staff members understand the importance of professional development being parallel with the pedagogy desired in the classroom.

The Professional Development Committee protects the learning environment by ensuring that teachers use best practices and effective instructional strategies in every classroom. The principal, instructional coordinators, the reading facilitator, and lead teachers all work together to provide the training and resources needed to support teaching and learning at Kennedy Elementary.

Each grade level meets in Professional Learning Communities (PLC) weekly. During the PLC meetings, teachers use data to discuss rigorous and relevant classroom instruction. Teachers are assigned professional development as determined by the data. In order to maintain best practices, members of the administrative team and classroom teachers attend monthly regional content meetings. To assure communication concerning the curriculum and student expectations, Kennedy has a lead teacher for reading/ language arts, math, science, and social studies. Content area lead teachers are responsible for horizontal and vertical student expectations.

In an attempt to meet the needs of individual students and plan interventions using effective instructional strategies, Kennedy employs a reading facilitator to support classroom teachers and PLC groups. The reading facilitator maintains the school's participation in district-wide initiatives that emphasize literacy. Kennedy

also secures annual contracts with Trice Education Resources, Inc. to amplify writing instruction and the Success for All Foundation to sustain the reading program.

To improve student achievement in the area of science Kennedy teachers participate in the Science Learning & Leadership Collaborative (SLLC), a Houston ISD and Baylor College of Medicine partnership. Some teachers are also members of United Streaming: Discovery Science.

Professional development is an essential component to student success. In an effort to emphasize this component, professional development hours are included in Kennedy's Texas Educator Excellence Grant (TEEG). In order to qualify for funds awarded through the grant, each teacher is required to complete the minimum hours of professional development mandated by the district plus an additional twelve hours of professional development that contributes to student achievement. A written summation is required for the supplementary hours. Teachers must get professional development courses approved by the Professional Development Committee, and submit certificates to document attendance.

Kennedy's commitment to improve student achievement is evident in the vast amount of professional development opportunities through campus, feeder, district, regional, and national trainings provided for administrators and classroom teachers. Overall, Kennedy understands the value of being life long learners and the impact it has on student learning.

6. School Leadership:

Kennedy is an averaged size elementary school comprised of five hundred and fifteen students. Financially, the campus budget is based on enrollment, student population needs, and the attendance rate. The budget determines the number of instructional and non-instructional staff members required to meet the needs of the students.

It is imperative to have a leadership team with the ability to motivate the staff to uphold Kennedy's motto of 100% No Excuses. Kennedy's leadership team consists of a principal and two instructional coordinators. Each coordinator is responsible for a number of instructional components that are instrumental to the success of the school. The first coordinator supervises the instruction in pre-kindergarten through first grades, serves as the Success for All manager, and coordinates all standardized test administration. The second coordinator monitors second through fifth grade instruction and designs the instructional calendar and assessment schedule for campus benchmarks.

The principal is ultimately held accountable for student achievement. He frequently collaborates with the instructional coordinators to discuss the instructional calendar along with the objectives, assessments, walk-throughs, and events that are scheduled each week. The principal has a daily schedule to monitor the instruction in every classroom. The goal for each member on the leadership team is to visit every classroom and to perform documented walk-through observations in at least five classrooms a day. These practices enforce the instructional calendar and allows administrator to monitor instruction with daily interventions. Observations are followed-up with written or verbal communication to praise strengths or address areas of concern. In an effort to ensure the rigor and relevance of teaching and learning, the principal concludes each week by checking each teacher's lesson plans, grade books, student journals, and tablets.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: TAKS

Edition/Publication Year: English and Spanish version Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	96	88	70	74
Commended	41	40	27	15	12
Number of students tested	81	53	82	67	66
Percent of total students tested	99	95	100	100	97
Number of students alternatively assessed	1	3			2
Percent of students alternatively assessed	1	5			3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	93	98	88	71	73
Commended	41	42	26	16	11
Number of students tested	74	48	76	63	62
2. Racial/Ethnic Group (specify subgroup): African American					
Met Standard	97	93	82	53	77
Commended	45	38	6	3	11
Number of students tested	33	29	34	30	35
3. (specify subgroup): Hispanic					
Met Standard	91	100	91	86	70
Commended	36	42	39	25	13
Number of students tested	47	24	46	36	30
4. (specify subgroup): LEP					
Met Standard	95	100	91	78	72
Commended	41	35	47	30	8
Number of students tested	39	20	34	23	25

Notes:

Subject: Reading

Grade: 3 Test: TAKS

Edition/Publication Year: English and Spanish Version Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Mar
SCHOOL SCORES					
Met Standard	91	100	96	79	83
Commended	34	35	34	15	11
Number of students tested	80	51	80	68	65
Percent of total students tested	99	93	100	97	96
Number of students alternatively assessed	1	4		2	3
Percent of students alternatively assessed	1	7		3	4
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	90	100	96	80	83
Commended	29	34	35	13	11
Number of students tested	73	47	75	64	63
2. Racial/Ethnic Group (specify subgroup): African American					
Met Standard	88	100	94	77	91
Commended	39	32	18	10	12
Number of students tested	33	28	33	30	34
3. (specify subgroup): Hispanic					
Met Standard	93	100	98	81	74
Commended	28	39	43	19	10
Number of students tested	46	23	46	37	31
4. (specify subgroup): LEP					
Met Standard	95	100	97	79	73
Commended	32	45	50	21	4
Number of students tested	38	20	34	24	26

Notes:

Subject: Mathematics

Grade: 4 Test: TAKS

Edition/Publication Year: English and Spanish Version Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	92	90	97	75	79
Commended	41	40	81	15	14
Number of students tested	61	73	64	59	72
Percent of total students tested	92	99	98	95	97
Number of students alternatively assessed	5	1	1	3	2
Percent of students alternatively assessed	8	1	2	5	3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	91	90	97	76	79
Commended	41	38	82	15	14
Number of students tested	58	68	60	55	70
2. Racial/Ethnic Group (specify subgroup): African American					
Met Standard	100	93	100	66	77
Commended	32	30	78	21	5
Number of students tested	31	30	27	29	39
3. (specify subgroup): Hispanic					
Met Standard	83	88	95	86	82
Commended	50	48	84	10	24
Number of students tested	30	42	37	29	33
4. (specify subgroup): LEP					
Met Standard	82	83	92	69	
Commended	50	50	80	0	
Number of students tested	28	30	25	13	8

Notes:

Subject: Reading

Grade: 4 Test: TAKS

Edition/Publication Year: English and Spanish Version Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	89	90	100	59	94
Commended	28	25	38	10	23
Number of students tested	61	73	61	59	71
Percent of total students tested	92	99	94	94	96
Number of students alternatively assessed	5	1	4	4	3
Percent of students alternatively assessed	8	1	6	6	4
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	88	90	100	60	94
Commended	28	25	39	11	23
Number of students tested	58	68	57	55	69
2. Racial/Ethnic Group (specify subgroup): African American					
Met Standard	97	90	100	62	89
Commended	13	13	20	14	24
Number of students tested	31	30	25	29	38
3. (specify subgroup): Hispanic					
Met Standard	80	90	100	59	100
Commended	43	33	50	7	21
Number of students tested	30	42	36	29	33
4. (specify subgroup): LEP					
Met Standard	79	87	100	23	
Commended	43	43	54	0	
Number of students tested	28	30	24	13	8

Notes:

Subject: Mathematics

Grade: 5 Test: TAKS

Edition/Publication Year: English and Spanish Version Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	97	95	93	74	99
Commended	87	71	72	11	67
Number of students tested	69	56	58	66	69
Percent of total students tested	92	95	92	96	97
Number of students alternatively assessed	6	3	5	3	2
Percent of students alternatively assessed	8	5	8	4	3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	97	94	95	73	98
Commended	87	70	73	11	65
Number of students tested	69	50	56	64	66
2. Racial/Ethnic Group (specify subgroup): African American					
Met Standard	92	89	85	74	98
Commended	85	61	59	6	71
Number of students tested	26	28	27	35	41
3. (specify subgroup): Hispanic					
Met Standard	100	100	100	74	100
Commended	88	82	84	16	61
Number of students tested	42	28	31	31	28
4. (specify subgroup): LEP					
Met Standard	100	100	100		
Commended	93	100	70		
Number of students tested	29	18	10	6	3

Notes:

Subject: Reading

Grade: 5 Test: TAKS

Edition/Publication Year: English and Spanish Version Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Apr
SCHOOL SCORES					
Met Standard	99	100	89	60	99
Commended	73	47	34	9	71
Number of students tested	67	53	56	67	69
Percent of total students tested	92	91	90	94	97
Number of students alternatively assessed	6	5	6	4	2
Percent of students alternatively assessed	8	9	10	6	3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	99	100	91	58	98
Commended	73	49	33	9	70
Number of students tested	67	47	54	65	66
2. Racial/Ethnic Group (specify subgroup): African American					
Met Standard	96	100	85	64	98
Commended	58	62	35	14	76
Number of students tested	26	26	26	36	41
3. (specify subgroup): Hispanic					
Met Standard	100	100	93	55	100
Commended	83	33	33	3	64
Number of students tested	40	27	30	31	28
4. (specify subgroup): LEP					
Met Standard	100	100			
Commended	96	24			
Number of students tested	27	17	9	6	3

Notes: